

THE GLOBAL READING STRATEGY ON READING COMPREHENSION ACHIEVEMENT AMONG ELEVENTH GRADE STUDENTS

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Abstract

Numerous researches have been undertaken over the last several decades to evaluate the knowledge of the usage of reading strategies. However, this study has primarily focused on the impact of the Global Reading Strategy on students' reading comprehension achievement. The population in this study was eleventh-grade students of SMA Muhammadiyah 1 Palembang in the academic year 2021/2022, the sample was 64 students collected as the representative of 347 students. This study was a quantitative descriptive study. The data was collected using a questionnaire and a test, and then analyzed using correlational (Spearman rho) and regression analysis. SPSS Software22 was used to calculate the test results. The results revealed a substantial association ($r = .878$) between students' reading techniques and their reading comprehension achievement. Reading techniques influenced reading comprehension achievement by 0.759 percent, or 75.9%. Meanwhile, the F-test revealed that the F-obtained was 195.152 with a significant level of $p < 0.05$, which was higher than the F-table value of 3.99. The alternative hypothesis (H_a) was accepted while the null hypothesis (H_0) was rejected since the F-obtained was higher than the F-table. It suggests that students' reading techniques had a significant influence on reading comprehension achievement among Eleventh-Grade students at SMA Muhammadiyah 1 Palembang.

Keywords: reading, global reading strategy, reading comprehension achievement

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Introduction

English is the world's most widely spoken language; it is the language of higher government, superior court, advanced education, and diplomacy (Subasini and Kokilavani 2013, p. 56). Students must be able to understand some language abilities in order to learn English. Listening, speaking, reading, and writing are the four language skills. Furthermore, Lotherington (2004, p.65) stated that speaking, listening, reading, and writing were usually viewed as the four core language talents. Students were supposed to apply these abilities into communication acts after mastering them.

Reading is the most important skill for students of English as a foreign language (EFL) or second language (ESL), according to Debat (2006, p.1). Over the last four decades, reading in a

second or foreign language (SL/FL) has become an important part of language learning (Zoghi, Mustapha, Rizan and Maasum, 2010, p. 439). Reading, according to Devito (2014), helps youngsters develop critical language abilities, open up new worlds and enrich their lives, enhance, improve their hand-eye coordination, and provide them with enjoyable activities. It is debatable if reading has a significant role in the development of students' knowledge.

Furthermore, Komiyama (2009, p.32), argued that reading is very important skill for English language learners in today's world, it supports the development of overall proficiency and provided access to crucial information at work and in school. Through reading, students can gain and add knowledge about many subjects and reading also gives students

pleasure. Unfortunately, (Ariski, Rositasari and Saraswati, 2021, p.27) most of the teaching reading comprehension in senior high school is still conducted as teacher centered approach. In this case, teacher-centered approach led students the opportunity to develop ideas, comprehend text, and create discussion in learning is so limited. As that fact, the consequence is the students get bored to learn reading.

The researchers also did an observation and interview in pre-research at SMA Muhammadiyah 1 Palembang, it was found that students had difficulties to identifying information and also to found main idea of the text. The problems happened because students did not use strategies when they read. The researcher gave information about the important of reading strategies to improve reading comprehension achievement and also to found out the influence of its strategies on reading comprehension.

Reading strategies are very important to help reader comprehend the text in the act of reading (Kuru-Gonen, 2015, p. 2924) and the implementation of special reading strategies enable more efficient use of time (Sen, 2009, p. 2301). Moreover, it is effective way to solve reading problems encountered by students while reading academic material (Lien, 2011, p. 200). Research studied on second or foreign language reading have consistently confirmed the importance of reading strategies on developing language learners' reading comprehension skills (Zare and Nooreen, 2011; Brantmeier, 2002; Slataci and Akyel, 2002; C). They argued that strategy use is different in more and less proficient readers, who use the strategies in different ways. Moreover, it has been acknowledge that reading strategies can be taught to

learners and that reading strategy instruction can benefit all students (Carrell, 1989; Carol, 2002). It implied that being a strategic reader help reader comprehend the text and handle the reading problems. The effective strategies produced an effective result.

One of the strategies to implement cooperative learning is through Global Reading Strategies. It provokes students to think about what they were going to share. Global reading strategies is the type of survey reading strategies (SORS) by Mohktary and Shoerey (2002). Global strategies involved planning how to read and managing comprehension. Global were those intentional, carefully planned technique by which learners monitor and manage their reading, such as having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. Global reading strategies identified from the questionnaire they answer.

In other words, as an EFL educator, it is essential to explore how students learn to read in English and understand more the problems they have encountered in reading strategy used, so that teachers could help them acquire better strategies. By applying this strategy, the researchers expect the students would be able to acquire language easier based on the material given. That is why the researchers are interested in conducting this research, which focused on the influence of global reading strategies on reading comprehension achievement at the eleventh grade students of SMA Muhammadiyah 1 Palembang. Therefore, the problem of this study formulated, as follow "is there any significant influence of global reading strategies on reading comprehension achievement at the eleventh grade

students of SMA Muhammadiyah 1 Palembang?”

Literature Review

1. Definition of Reading Strategy

Reading strategies are one of the important factors that help reader improved reading comprehension and overcome reading difficulties. Furthermore, reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the underlying messages in the texts, dealing with unknown terms and unfamiliar cultural load (Lien, 2011, p. 200; Kuru- Gonen, 2015, p. 2924). In addition, many studied have shown that readers must intentionally invoke strategies to enhance their comprehension. Zare and Othaman (2013) conducted a study to explore the correlation between reading strategy used and comprehension success. The result revealed that strong positive correlation reading strategy use and reading comprehension. Many researchers who conducted studied in different contexts possess the similar result (Molla, 2015; Li, 2010; Zare and Mubarokah, 2011).

It implied that being a strategic reader helped reader comprehend the text and handle the reading problems. To assist learner to be a more strategic reader, EFL instructors are responsible for reading strategy instruction. It can be said that, in order to helped learners read effectively, EFL instructors need to know which reading strategies learners have and they may lack (Bookongsaen, 2014, p. 24). Then, they should precisely determine when and how to use these strategies (Bolukbas, 2013, p. 2153).

2. Reading Comprehension Achievement

In the process of reading, comprehension is one of the reasons

why read a text. According to Pardo (2004, p. 272), comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

Wooley (2011, p. 15), stated that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. In addition, Ghelani, Sidhu, Jain and Tannock (2004) say that reading comprehension is a very complex task that required different cognitive processes and reading abilities over the life span.

Moreover, Snow (2002, p. 11), stated that reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with written language. He also add, the use of the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Travers (1970: 447), stated that achievements is the result of what and the individual has learned from some educational experiences. There were some factors that influence reading achievement. Snow, Burns, and Griffins (1998) mention there are four aspects that influence it, they are (1) intellectual and sensory capacities, (2) positive expectations about and experiences with literacy from an early age, (3) support for reading-related activities and attitudes so that he or she was prepared to benefit from early literacy experiences and subsequent formal interaction in school, and (4)

instructional environments conducive to learn.

It could be concluded that achievement is the result of students' understanding of texts that can be affected by some factors, such as their reading strategies. Good achievement in comprehending the passage would be indicated by getting high scores or good results.

3. Reading in the Eleventh Grade Level

The second year of senior high school students were required to master short functional reading text such; report, narrative, analytical exposition. Based on Kistono et. al. (2007, p. 15-18) in senior high school year XI English book, the text to be learned were as follows;

1) Report.

Report are used for many purposes (the social function) : to describe the way things are, with reference to range of natural, man-made and social phenomena in our environment. Report can be used in the textbooks, encyclopedias, scientific magazine, historical texts, factual reading book, reference book, classroom lesson, environment program, TV documentaries, etc. A report text has its own generic structure, having two components: (1) general classification and (2) description. Reports are principally not the same as descriptive text focuses on a specific features.

2) Narrative.

A narrative is a type of spoken or written text that tells a story of one character or more who face certain problematic situations. The social function is to amuse, entertain, and deal with actual sensational experience. There are various kinds of narrative text such as fairy

stories, mysteries, science fiction, romance, horror, etc. Narrative text can be found in short story books, magazines, novels, etc. Narrative is popular because they presents plots which consists of complications and resolutions. The generic structure of a narrative usually has four components, one of which is optional: (1) orientation, (2) complication, (3) resolution, and (4) reorientation.

3) Analytical exposition.

An analytical exposition is a type of spoken or written text that is intended (the social function) to persuade the listeners or readers that something is in the case. To make the persuasion is stronger, the speaker or writer gave some arguments as the fundamental reasons why something in the case. This type of text can be found in scientific books, journals, magazines, newspaper, etc. Analytical expositions are popular among science, academic community and educated people. The generic structure of an analytic exposition usually has three components: (1) thesis, (2) argument, and (3) conclusion.

4. Global Reading Strategy

Global Reading Strategies was the type of survey reading strategies (SORS) by Mohktary and Shoerey (2002). Global strategies involved planning how to read and managing comprehension. Glob are those intentional, carefully planned technique by which learners monitor and manage their reading, such as having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. GLOB contains 13 items and represents a set of reading strategies oriented toward a global analysis of

text. These strategies could be thought of a generalized, intentional reading strategies aimed at setting the stage for the reading act.

- 1) I have a purpose in mind when I read.
Students might know the purpose text the function of the text and prepared everything in mind just focused to understand the text.
- 2) I think about what I know to help me understand what I read.
Example the students thought about what they know when the first read the text.
- 3) I take an overall view of the text to see what it is about before reading it. Students read the text started from the first paragraph until the last paragraph
- 4) I think about whether the content of the text fits my reading purpose. Students compared the content of the text with the purpose of the text.
- 5) I review the text first by noting its characteristics like length and organization.
Students reviewed the text about the characteristics and kind of the text.
- 6) When reading, I decide what to read closely and what to ignore.
Students might know the important part the text that could be understand.
- 7) I use tables, figures, and pictures in text to increase my understanding.
Students drew the content of the text with the table, figures to make easy understand the text.
- 8) I use context clues to help me better understand what I am reading.
Students used clues like line, circle point to underlying the important text.
- 9) I use typographical features like bold face and italics to identify

key information.

When the students read the test did not forget to underlying the important word or sentences the text.

- 10) I critically analyze and evaluate the information presented in the text.
This is the important part to make easy understand the text.
- 11) I check my understanding when I come across new information.
After the students read the text and know the content of the text the students check more and related to next new information.
- 12) I try to guess what the content of the text is about when I read.
Students tried to guess the content of the text.
- 13) I check to see if my guesses about the text are right or wrong.
After thought the content of the text the students check more right or false the information.

In this research, frequency of reading strategy used refers to the extent to which different reading strategies are employed by the students.

Methodology

The Participants

This research was a quantitative descriptive method, especially correlational study, which is typically used to assess the relationships among two or more variables in a single group and to explore their implications for cause and effect (Fraenkel, et al, 2020, p.12). It described the degree to which two or more quantitative variables are related. There were two variables in this study, namely the independent variable and the dependent variable. The independent variable was global reading strategies and the dependent variable was the students' reading comprehension achievement. There were 64 students in the eleventh grade students of SMA Muhammadiyah 1

Palembang who had taken as the participants of the study. A non-probability convenience sampling (Dornyei, 2007, Creswell & Plano, 2011) was applied for the selection of the participants as they were easy to access, available at the time of collecting the data, willing to involve in the study. The researcher chose this sampling because the classes were available and suggested by the teacher of English at SMA Muhammadiyah 1 Palembang. According to Fraenkel at al. (2012), a convenience sample is a group of individuals who (conveniently) are available for study (p.99).

The Instrument

In this study, the students were given a questionnaire of Survey of Reading Strategies (SORS) which was firstly developed by Mokhtari and Sheorey (2002) in order to identify the use of reading strategies. The SORS consists of 3 items with three subscales; one of them is Global reading strategies (GLOB). The Global Reading Strategies (GLOB) consisting 13 items and represents set of reading strategies oriented toward a global analysis of text. Each item of the questionnaire has 5- point likert scale to which the students respond in about 15 minutes and questionnaire has been translated into Bahasa Indonesia.

Moreover, in measuring the students reading achievement, they were given the Reading Comprehension Test (RCT). The RCT consisted of 42 multiple choice items. Before using the RCT in the study, it was firstly piloted to test its validity and reliability to a group of students who have similar characteristics of the sample (Fraenkel, Wallen and Hyun, 2012, p. 147). Accordingly, the reliability of RCT using Cronbach's coefficient alpha was .88, and the valid items was 25.

Data Analysis

The data that were collected from questionnaires and reading test were analyzed by applying descriptive statistics which provides mean, and standard deviation scores of the use of Global reading strategy. The descriptive statistics functions to identify the use of Global reading strategies. The questionnaire was distributed to the students to found what types of strategies that they might employ in learning English. The researchers used global reading strategies consisted 13 items that was adapted the questionnaire from Survey of Reading Strategies Questionnaire (SORS). The level of the reading strategy use is interpreted using the standard criterion proposed by Oxford and Burry-Stock (1995) that is a mean of 3.5 or higher is considered as high, a mean score of 2.5 to 3.4 is termed as moderate, and it is low when the mean score is 2.4 or lower (Oxford & Burry-stock, 1995). Furthermore, the detail means scores of each reading strategy employed by the students also were computed by using the descriptive statistics.

Moreover, in reading comprehension test, students' achievement was scored by calculating each correct answer. The correct answer gave score 1 and the incorrect one was 0. There were 42 items; it means there were 42 points for the highest score. The result of students' reading comprehension was taken from the numbers of the right answer divided to the total number of the test times 100. Based on students' score, the qualification was used to see whether the students have very poor, poor, average, good, and very good. To know the correlation between the use of global reading strategies and reading achievement, the Pearson product-moment correlation coefficient was

applied. Interpreting the strength of the correlation was using the guide suggested by Evans (1996) who indicates the level of the correlation into 0.00 – 0.19 (very weak), 0.20 – 0.39 (weak), 0.40 – 0.59 (moderate), 0.60 – 0.79 (strong), and 0.80 – 1.0 (very strong). Meanwhile, multiple regression computation was taken in order to determine the global reading strategy categories which were useful predictors of the students’ reading achievement scores. The data were mainly computed by using the Statistical Package for the Social Science (SPSS) version 22.

Findings and Discussion

The findings of the study related to data or information obtained from the two instruments, such as questionnaire and Reading test. The data were presented in order to answer the research questions initially proposed.

The Global Reading Strategies Questionnaire

There were 13 items of the global reading strategies questionnaire. The highest mean score of global reading strategies was 4.5-5.0 and the lowest mean score was 1.0-1.4. The frequency of global reading strategies questionnaire was presented in the distribution score in following Table 2.

Table 1. The Frequency Distribution of Global Reading Strategies

Global Reading Strategies Categories	Mean Score	Freq	%
High	4.5-5.0 3.5-4.4	42	65.5%
Medium	2.5-3.4	22	34.3%
Low	1.5-2.4 1.0-1.4	-	-
Total		64	100%

(Source: Oxford & Burry-stock, 1995)

From the result of the descriptive statistics computation, showed that there was no students who had low score, then there were 22 students (34.3%) who had medium score, there were 42 students (65.6%) who had high score. It was seen that almost of the students had high global reading strategies score and no students had low global reading strategies score.

The Reading Comprehension Test

The reading comprehension test consisted of 25 items. The test had been given to the 64 students of eleventh grade students. It was found that the highest score was 96 and the lowest score was 24. There were five categories of the result of students’ reading comprehension achievement. There were: very good, good, average, poor, and very poor. The frequency of reading comprehension achievement was presented in the following Table 3.

Table 3. The Score Distribution of Reading Comprehension Achievement

No.	Score Interval	Category	Freq	%
1.	80-100	Very good	30	46.8%
2.	66-79	Good	18	28.1%
3.	55-65	Average	16	25%
4.	45-55	Poor	-	-
5.	0-45	Very poor	-	-
Total			64	100%

(Source: SMA Muhammadiyah 1 Palembang Tahun Ajaran 2021-2022)

Based on the table above, it could be seen that there was no students who get poor score, then there were 16 students (25%) who got average score, there were 18 students (28.1%) who got good score, and the last there were 30 students (46.8%) who got very good score. It was seen that almost of the

students had very good score of reading comprehension achievement.

The Relationship between the Global Reading Strategy and Reading Achievement

In order to analyze the data collected, two statistical analyses were applied. These analyses were the correlation analysis and the regression analysis. To found out whether or not there was a significant correlation between global reading strategies and their reading comprehension achievement, the researcher used Spearman Rank Correlation coefficient. Then regression analysis was applied to test whether the global reading strategies significantly determined reading comprehension achievement. In this case, simple linear analysis was used. Simple linear regression was applied to found out whether variable X (students' global reading strategies) significantly influence to variable Y (students' reading comprehension achievement). The calculation was done by using the Statistical Package for Social Science (SPSS) computer program 22 version. The following Table 4 showed the statistics of students' global reading strategies and students' reading comprehension achievement.

Table 5. Correlation Global Reading Strategies and Reading Comprehension Achievement

			Global_Reading_ Strategies	Nilai_RCA
Spearman'srho	Global_Reading_ Strategies	Correlation Coefficient	1.000	.878**
		Sig. (2-tailed)	.	.000
		N	64	64
	Nilai_RCA	Correlation Coefficient	.878**	1.000
		Sig. (2-tailed)	.000	.
		N	64	64

** . Correlation is significant at the 0.01 level (2-tailed).

The Descriptive Statistics

The following table showed the descriptive statistics of global reading strategies and reading comprehension achievement.

Table 4. The Descriptive Statistics

		Global Reading Strategies	Nilai RCA
N	Valid	64	64
	Missing	0	0
Mean		3.86	77.00
Median		4.00	76.00
Mode		4	64
Std. Deviation		.774	10.571
Variance		.599	111.746
Range		2	28
Minimum		3	64
Maximum		5	92
Sum		247	4928

The Correlation Analysis

The Spearman Correlation analysis was applied to found out the correlation between global reading strategies and reading comprehension achievement. The result of the Spearman analysis which was calculated by using SPSS 22 as follow in Table 5:

Based on the table above (Table 5), the significant value or Sig. (2-tailed) was 0.000 was less than 0.05. It means that there was significant correlation between global reading strategies and reading comprehension achievement and also had strong correlation between two variable, because the number of coefficient correlation was 0.878. It had the positive value so among two variable had relationship each other. It means that the students who had high global reading strategies would have high

score of the reading comprehension achievement. On the other hand, it could be said that if the students' global reading strategies increased, the students' reading comprehension achievement also increased.

Regression Analysis

The table below showed that the analysis of simple linear regression between global reading strategies (X) and reading comprehension achievement (Y).

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.759	.755	5.232

a. Predictors: (Constant), Global_Reading_Strategies

Based on the table above, the coefficient of determination (r^2) which represented the percent of variability in reading comprehension achievement that was explained by linear relationship between global reading strategies and reading comprehension achievement was 0.759 or 75.9 percent. It means that the influence of global reading strategies was 0.759 or 75.9.

$$1 - r^2 = 1 - 0.759 = 0.241 \text{ or } 24.1\%$$

It means that 24.1% of reading comprehension achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang was determined by other factors, but there was strong influence between global reading strategies and reading comprehension achievement.

Table 7. ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5342.635	1	5342.635	195.152	.000 ^b
Residual	1697.365	62	27.377		
Total	7040.000	63			

a. Dependent Variable: Reading_Comprehension_Achievement

b. Predictors: (Constant), Global_Reading_Strategies

From the table above, it could be seen that Anova or F-test that F-obtained was 195.152. After it was

consulted to F-table for $df = 64$ with one predictor, the value of F-table was 3.99 at the significance level $p <$

0.05. Since the value of F-obtained was higher than F-table, a global reading strategy was significant

influence to students reading comprehension achievement.

Table 8. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	31.077	3.352		9.272	.000
Global Reading Strategies	11.899	.852	.871	13.970	.000

a. Dependent Variable:

Reading_Comprehension_Achievement

Based on the table above, t-obtained 13.970, t-table was 1.9962. It means that the value of t-obtained was higher than t-table ($13.970 > 1.9962$), and significance $p < 0.005$. It could be concluded that there was significant influence between global reading strategies and reading comprehension achievement.

Interpretations

Based on the findings of the research, the correlation was 0.878. It shown strong and positive correlation. It means that there was strong correlation between global reading strategies and reading comprehension achievement. It could be said that some of the students who got high score in global reading strategies tended to get high score in reading comprehension achievement and there was students also got low score in global reading strategies tended to get low score in reading comprehension achievement. But, some of the students who got high score in global reading strategies questionnaire tended to get low score in reading comprehension achievement and some of the students who got low score in global reading strategies

questionnaire tended to get high score in reading comprehension achievement.

Based on the finding simple linear regression, it was found that there was a strong influence between global reading strategies and reading comprehension achievement. Since the coefficient of determination (r^2) between global reading strategies and reading comprehension achievement was 0.241 or 24.1 percent. It means that the contribution or the influence of global reading strategies was 0.241 or 24.1% and the test was determined by the other factors. From the F-test, it could be seen that the F-obtained was 195.152 with the significant level $p < 0.05$ was higher than the value of F-table (F-table = 3.99). Since the F-obtained was higher than F-table, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

Conclusion

Based on the findings and interpretations of the research, the researchers concluded that there was a strong influence of global reading strategy on reading comprehension achievement. On the other hand, two variables had positive value. It could be said almost students who got high score in global reading strategy tend to get the high score in reading comprehension

achievement and there were some students also who got low score in global reading strategies tended to get low score in reading comprehension achievement. But, some of the students who got high score in global reading strategies tended to get low score in reading comprehension achievement and some of the students who got low score in global reading strategies tended to get high score in reading comprehension achievement.

From the result, global reading strategies could not be a factor for blaming students' failure in learning English. Every student had their own capabilities. For the last, since the coefficient in learning English of determination (r^2) between global reading strategies and reading comprehension achievement was 0.241 or 24.1 percent. It means that the contribution or the influence of global reading strategies was 0.241 or 24.1%. From the F-test, it could be seen that the F- obtained was 195.152 with the significant level $p < 0.05$ was higher than the value of F-table (F-table = 3.99). Since the F-obtained was higher than F-table, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

Based on this research, it is suggested that the teachers should create a situation where the students can apply the strategies in reading; it is because the students are already independently aware of using the strategies in reading academic texts and able to apply the strategy in reading. Accordingly, the more the students use of strategy in reading, in this case (global reading strategies), the better their understanding of the text. The findings of this study also provide recommendations for future researchers. For example, in accordance of using reading strategies, the researchers may also investigate the

influence of the level of education, level of language proficiency, learning styles as possible factors predicting the students reading achievement. Furthermore, this study contains constraints in which the number of the participants involved was limited; thus, the future researchers may conduct the same research with the big number of participants.

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